

Name _____

Reteaching

6-1

Adding with 0, 1, and 2

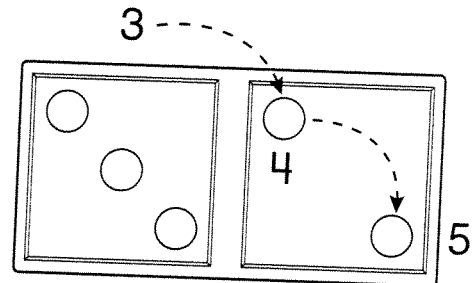
You can count on to add with 0, 1, and 2.

$(3) + 2 = \underline{\quad}$

Circle the greater number.

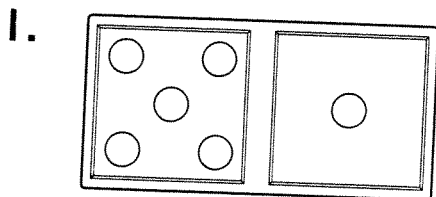
Start with the greater number.

Then count on to add.

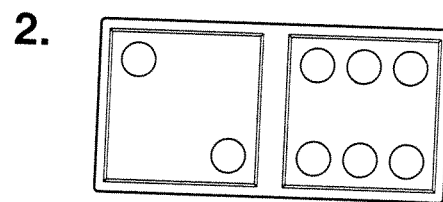


$3 + 2 = \underline{5}$

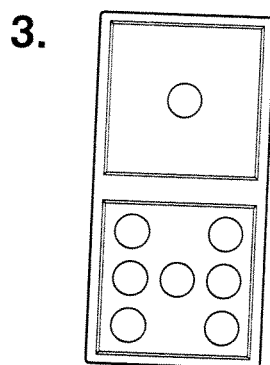
Circle the greater number. Count on to find each sum.



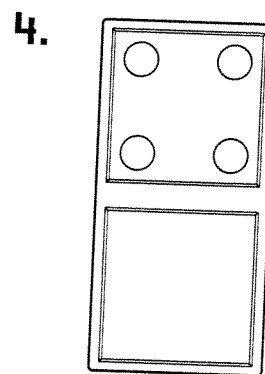
$(5) + 1 = \underline{6}$



$2 + (6) = \underline{\quad}$



$\begin{array}{r} 1 \\ + 7 \\ \hline \end{array}$



$\begin{array}{r} 4 \\ + 0 \\ \hline \end{array}$

Number Sense

5. 2 more than 7 is _____.

6. _____ more than 9 is 10.

Name _____

Practice

6-1

Adding with 0, 1, and 2

Write the sum.

1. $7 + 0 =$ _____ 2. $1 + 6 =$ _____ 3. $4 + 2 =$ _____

4. $0 + 5 =$ _____ 5. $4 + 1 =$ _____ 6. $1 + 1 =$ _____

7.	2	8.	1	9.	0
	$\begin{array}{r} + 7 \\ \hline \end{array}$		$\begin{array}{r} + 8 \\ \hline \end{array}$		$\begin{array}{r} + 9 \\ \hline \end{array}$
	<div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>		<div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>		<div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>

10.	7	11.	6	12.	5
	$\begin{array}{r} + 0 \\ \hline \end{array}$		$\begin{array}{r} + 1 \\ \hline \end{array}$		$\begin{array}{r} + 2 \\ \hline \end{array}$
	<div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>		<div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>		<div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>

Algebra

13. $2 + 9 =$ _____ $+ 2$

☐ 11

☐ 9

☐ 10

☐ 2

14. $1 + 2 = 0 +$ _____

☐ 1

☐ 3

☐ 2

☐ 4

Name _____


Reteaching


6-2

Doubles

You can use a double to add.

Both addends
are the same.
They are doubles.

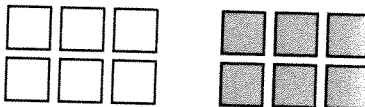

 $\underline{2} + \underline{2} = \underline{4}$


 $\underline{3} + \underline{3} = \underline{6}$

Write an addition sentence for each double.

1. 

$\underline{4} + \underline{4} = \underline{8}$

2. 

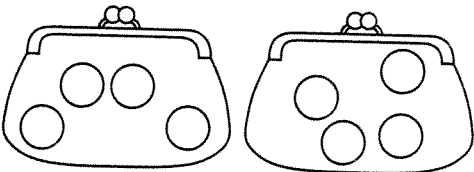
$\underline{6} + \underline{\quad} = \underline{\quad}$

3. 

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

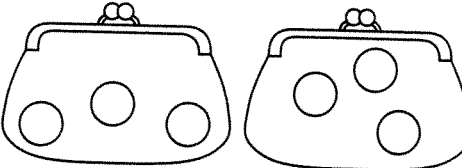
4. 

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

5. 

How many coins
are there in all?

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

6. 

How many coins
are there in all?

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

Name _____

Practice

6-2

Doubles

Write the sum.

1. 4

$$\begin{array}{r} + 4 \\ \hline \boxed{8} \end{array}$$

2. 6

$$\begin{array}{r} + \boxed{} \\ \hline 12 \end{array}$$

3. 1

$$\begin{array}{r} + 1 \\ \hline \boxed{} \end{array}$$

4. 3

$$\begin{array}{r} + 3 \\ \hline \boxed{} \end{array}$$

5. 5

$$\begin{array}{r} + \boxed{} \\ \hline 10 \end{array}$$

6. 0

$$\begin{array}{r} + 0 \\ \hline \boxed{} \end{array}$$

7. 2

$$\begin{array}{r} + 2 \\ \hline \boxed{} \end{array}$$

8. 7

$$\begin{array}{r} + 7 \\ \hline \boxed{} \end{array}$$

9. $\boxed{} + \boxed{} = 16$

10. $\boxed{} + 9 = 18$

Algebra

11. $1 + 1 + 2 + 2 = \underline{\hspace{2cm}}$

☐ 3

☐ 5

☐ 4

☐ 6

Name _____

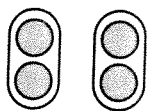
Reteaching

6-3

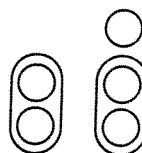
Near Doubles

We can use doubles to add other numbers.

$2 + 2$



$2 + 2 = 4$

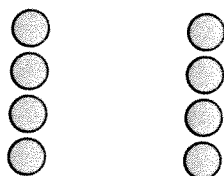


$2 + 3 = 5$

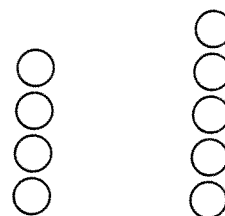
$2 + 2$ and
1 more

Find each sum. Use counters if you like.

1.

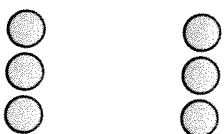


$4 + 4 = 8$

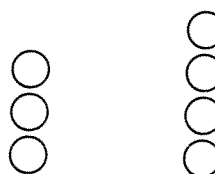


$4 + 5 = \underline{\quad}$

2.



$3 + 3 = \underline{\quad}$



$3 + 4 = \underline{\quad}$

Write a double or a double plus one for each sum.

3.

$$\begin{array}{r} \boxed{3} \\ + \boxed{3} \\ \hline 6 \end{array}$$

$$\begin{array}{r} \boxed{3} \\ + \boxed{\quad} \\ \hline 7 \end{array}$$

$$\begin{array}{r} \boxed{\quad} \\ + \boxed{4} \\ \hline 8 \end{array}$$

$$\begin{array}{r} \boxed{4} \\ + \boxed{\quad} \\ \hline 9 \end{array}$$

$$\begin{array}{r} \boxed{\quad} \\ + \boxed{\quad} \\ \hline 10 \end{array}$$

$$\begin{array}{r} \boxed{\quad} \\ + \boxed{\quad} \\ \hline 11 \end{array}$$

Name _____

Practice

6-3

Near Doubles

Add.

1. 3

$$\begin{array}{r} + 2 \\ \hline \boxed{5} \end{array}$$

2. 3

$$\begin{array}{r} + 4 \\ \hline \boxed{} \end{array}$$

3. 1

$$\begin{array}{r} + 0 \\ \hline \boxed{} \end{array}$$

4. 4

$$\begin{array}{r} + 5 \\ \hline \boxed{} \end{array}$$

5. 1

$$\begin{array}{r} + \boxed{} \\ \hline 3 \end{array}$$

6. 5

$$\begin{array}{r} \boxed{} \\ \hline 11 \end{array}$$

7. $4 + \boxed{} = 7$

8. $5 = \boxed{} + 3$

Journal

9. How does knowing the double $6 + 6 = 12$ help you solve the near double $6 + 7 = 13$?

Name _____

Reteaching

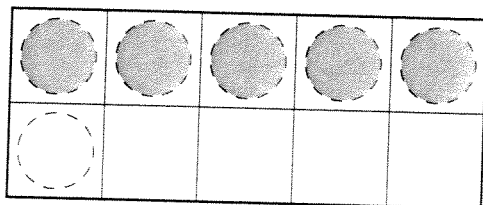
6-4

Facts with 5 (Ten-Frame)

You can use a ten-frame to learn facts with 5.

Look at the addition sentence.

Draw counters in the frame.



$$5 + 1 = 6$$

$$\begin{array}{r} 5 \\ + 1 \\ \hline 6 \end{array}$$

Draw counters and fill in the missing numbers.

1. $5 + 2 = \underline{\quad 7 \quad}$

2. $4 + 5 = \underline{\quad \quad}$

3. $3 + 5 = \underline{\quad \quad}$

4. $5 + 0 = \underline{\quad \quad}$

Number Sense

5. Nessa has 5 gray counters.

How many white counters does Nessa need to have 10 counters in all?

☐ 10

☐ 9

☐ 6

☐ 5

Name _____

Practice

6-4

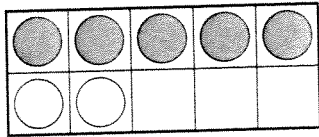
Facts with 5 on a Ten-Frame

Look at the ten-frames.

Write an addition fact with 5.

Then write an addition fact for 10.

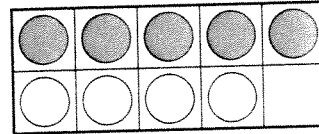
1.



$$5 + \underline{2} = \underline{7}$$

$$\underline{7} + \underline{\quad} = 10$$

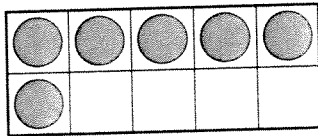
2.



$$5 + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = 10$$

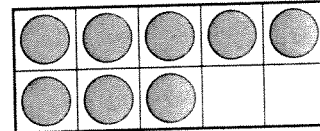
3.



$$5 + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = 10$$

4.



$$5 + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = 10$$

Algebra

5. $15 + 2 = 17$

$$17 + \underline{\quad} = 20$$

☐ 2

☐ 5

☐ 3

☐ 17

6. $15 + 4 = 19$

$$19 + \underline{\quad} = 20$$

☐ 15

☐ 2

☐ 4

☐ 1

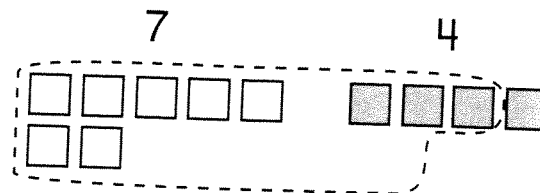
Name _____

Reteaching

6-5

Making Ten

You can make 10 to add.
Draw 7 white squares and
4 shaded squares.

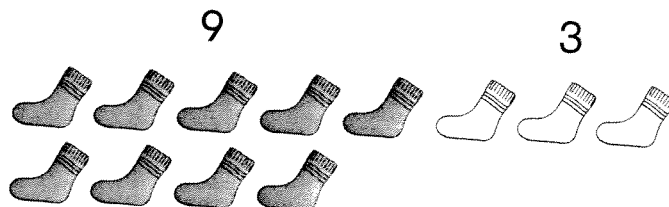


Circle a group of 10 squares.
Count the squares left over.
Then complete the number sentence.

$$\underline{10} + \underline{1} = 11, \text{ so } 7 + 4 = 11$$

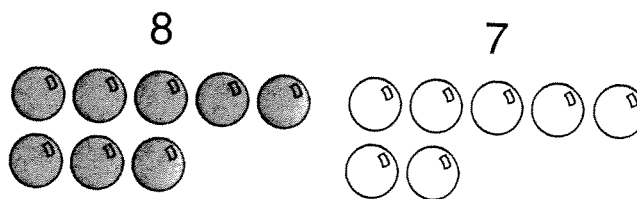
Circle a group of 10.
Write two addition sentences.

1. Hank has 9 black socks
and 3 white socks.
How many socks does
Hank have in all?



$$10 + \underline{\quad} = 12, \text{ so } 9 + 3 = \underline{\quad}$$

2. Pedro has 8 marbles in the
left pocket of his pants.
He has 7 marbles in the
right pocket.



How many marbles does
Pedro have in all?

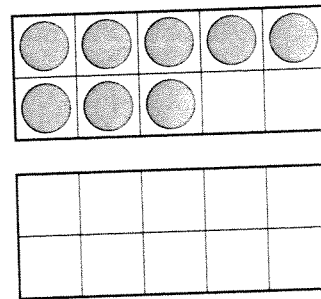
$$10 + \underline{\quad} = \underline{\quad}, \text{ so } 8 + 7 = \underline{\quad}$$

Making Ten

Draw counters to solve. Write the missing numbers.

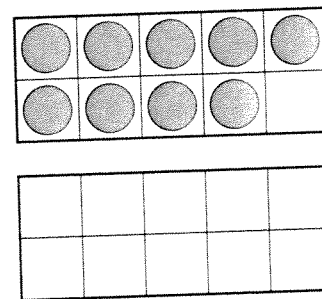
1. 8 10

$$\begin{array}{r} 8 \\ + 3 \\ \hline \square \end{array} \quad \longrightarrow \quad \begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$



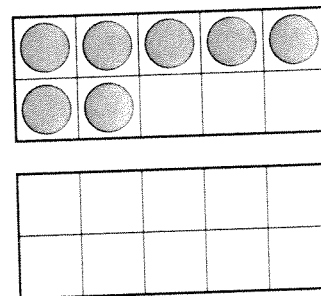
2. 9 10

$$\begin{array}{r} 9 \\ + 3 \\ \hline \square \end{array} \quad \longrightarrow \quad \begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$



3. 7 10

$$\begin{array}{r} 7 \\ + 4 \\ \hline \square \end{array} \quad \longrightarrow \quad \begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$



Journal

4. Draw a picture of 8 purple flowers and 4 red flowers.

Make a 10.

Write two addition sentences.

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \quad \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

Problem Solving: Draw a Picture and Write a Number Sentence

There are 4 blue buttons.

There are 3 red buttons.

How many buttons are there?

You need to find how many buttons there are in all.

Blue
Buttons



Red
Buttons



You can draw a picture of the buttons.

Then you can write a number sentence.

Count the buttons in your picture to find the sum.

$$\underline{4} + \underline{3} = \underline{7}$$

$$4 + 3 = 7 \text{ buttons}$$

Draw a picture.

Then write a number sentence.

I. Dan has 2 bird stamps.

He gets 4 cat stamps.

How many stamps are there in all?

_____ stamps

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Problem Solving: Draw a Picture and Write a Number Sentence

Draw a picture. Write a number sentence.

1. Dean has 6 stamps.
He gets 5 more stamps.
How many stamps does
he have in all?

_____ + _____ = _____ stamps

.....

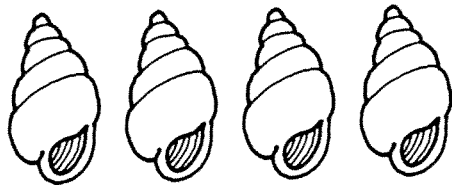
2. Jan picks 8 red apples.
Then she picks 4 yellow apples.
How many apples does
Jan pick in all?

_____ + _____ = _____ apples

.....

Number Sense

3. Which number sentence
matches the picture?



☐ $5 - 4 = 1$

☐ $3 + 6 = 9$

☐ $4 + 5 = 9$

☐ $5 + 5 = 10$

Name _____

Reteaching

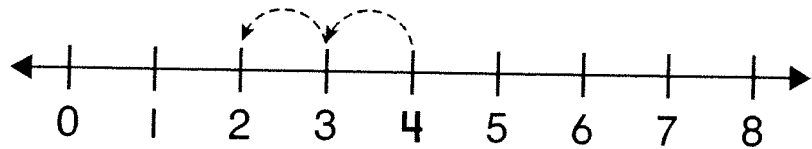
7-1

Subtracting with 0, 1, and 2

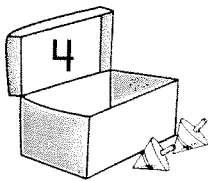
You can count back to subtract 0, 1, or 2.

Remember when
you subtract 2, think
"2 less than."

$$4 - 2 = \underline{\hspace{2cm}}$$



Start at 4.



Count back 2.

3, 2

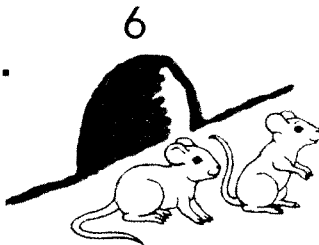
Write the number.

$$4 - 2 = \underline{2}$$

Count back to subtract 0, 1, or 2.

Use a number line if you like.

1.



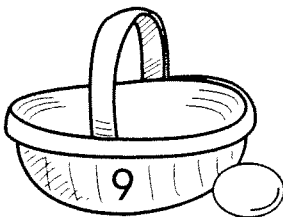
Count back 2.

5, 4

Write the number.

$$6 - 2 = \underline{\hspace{2cm}}$$

2.



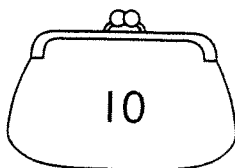
Count back 1.

8

Write the number.

$$9 - 1 = \underline{\hspace{2cm}}$$

3.



Count back 0.

10

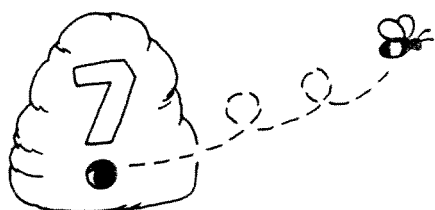
Write the number.

$$10 - 0 = \underline{\hspace{2cm}}$$

Subtracting with 0, 1, 2

Count back to subtract. Use counters if you like.

1.



$$\begin{array}{r} 7 \\ -1 \\ \hline 6 \end{array}$$

Start at 7.
Count back 1.

2.

$$\begin{array}{r} 11 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ -1 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 5 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -1 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 2 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$$

Algebra

5. 3 cats are asleep in a basket.
If no cats wake up, which tells how many are asleep?

☐ 0☐ 2☐ 1☐ 3**Journal**

6. Draw a picture that shows 2 less than.
Write a subtraction sentence for your picture.

_____ - _____ = _____

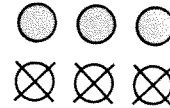
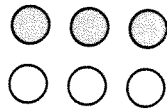
Name _____

Reteaching

7-2

Thinking Addition with Doubles

Doubles help you to subtract.

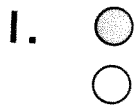


Think:

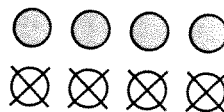
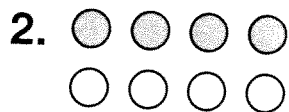
$3 + 3 = \underline{6}$ so $6 - 3 = \underline{3}$

Add the doubles.

Then use the doubles to help you subtract.



$1 + 1 = \underline{2}$ so $2 - 1 = \underline{\quad}$



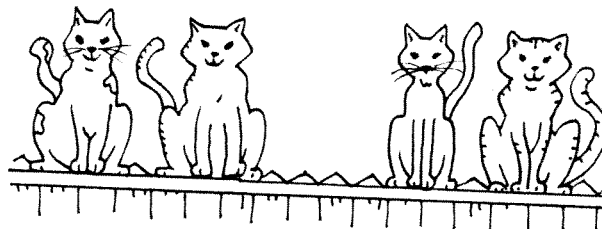
$4 + 4 = \underline{\quad}$ so $8 - 4 = \underline{\quad}$

Visual Thinking

Complete the addition and subtraction sentences.

3. $2 + 2 = \underline{\quad}$

$4 - 2 = \underline{\quad}$



Name _____

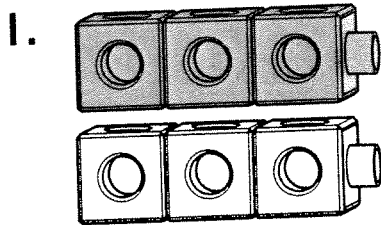
Practice

7-2

Thinking Addition with Doubles

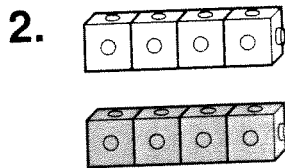
Add the doubles.

Then use the doubles to help you subtract.

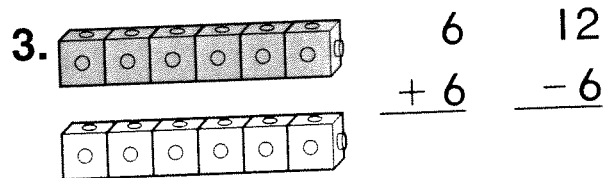


$$\begin{array}{r} 3 \\ + 3 \\ \hline 6 \end{array} \quad \begin{array}{r} 6 \\ - 3 \\ \hline 3 \end{array}$$

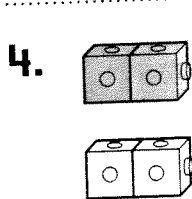
If $3 + 3 = 6$,
then $6 - 3 = 3$.



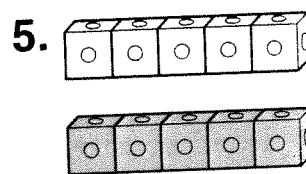
$$\begin{array}{r} 4 \\ + 4 \\ \hline 8 \end{array} \quad \begin{array}{r} 8 \\ - 4 \\ \hline 4 \end{array}$$



$$\begin{array}{r} 6 \\ + 6 \\ \hline 12 \end{array} \quad \begin{array}{r} 12 \\ - 6 \\ \hline 6 \end{array}$$



$$\begin{array}{r} 2 \\ + 2 \\ \hline 4 \end{array} \quad \begin{array}{r} 4 \\ - 2 \\ \hline 2 \end{array}$$



$$\begin{array}{r} 5 \\ + 5 \\ \hline 10 \end{array} \quad \begin{array}{r} 10 \\ - 5 \\ \hline 5 \end{array}$$

Number Sense

6. Mark the double that will help you subtract.

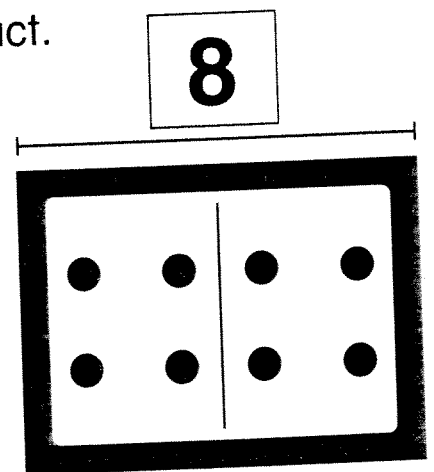
$8 - 4 = \underline{\hspace{2cm}}$

☐ $3 + 3$

☐ $5 + 5$

☐ $4 + 4$

☐ $8 + 8$



Thinking Addition to 8

You can think addition to help you subtract.

Think: I know
 $2 + 6 = 8$,
so $8 - 6 = 2$

$$\begin{array}{r} 2 \\ + 6 \\ \hline 8 \end{array} \quad \begin{array}{r} 8 \\ - 6 \\ \hline 2 \end{array}$$



Write an addition fact. Think of the addition fact to help you write and solve the subtraction fact.

1. 



$$\begin{array}{r} 2 \\ + 4 \\ \hline 6 \end{array} \quad \begin{array}{r} 6 \\ - 4 \\ \hline 2 \end{array}$$

2. 



$$\begin{array}{r} \\ + \\ \hline 7 \end{array} \quad \begin{array}{r} 7 \\ - \\ \hline \end{array}$$

3. 



$$\begin{array}{r} \\ + \\ \hline \end{array} \quad \begin{array}{r} \\ - \\ \hline \end{array}$$

4. 



$$\begin{array}{r} \\ + \\ \hline \end{array} \quad \begin{array}{r} \\ - \\ \hline \end{array}$$

Algebra

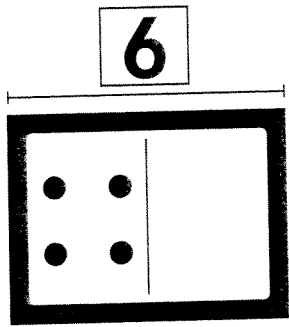
5. If $\triangle + \bigcirc = \square$, then

$$ - = $$

Thinking Addition to 8

Think addition to help you subtract.

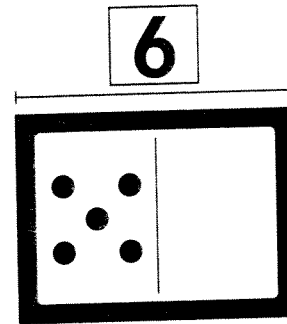
1.



Think $4 + \underline{\quad} = 6$

so $6 - 4 = \underline{\quad}$

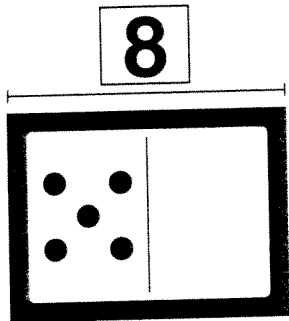
2.



Think $5 + \underline{\quad} = 6$

so $6 - 5 = \underline{\quad}$

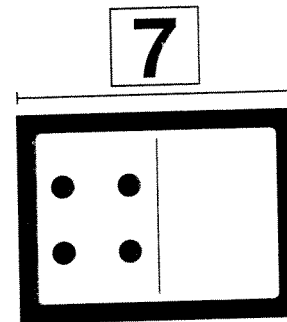
3.



Think $5 + \underline{\quad} = 8$

so $8 - 5 = \underline{\quad}$

4.



Think $4 + \underline{\quad} = 7$

so $7 - 4 = \underline{\quad}$

Algebra

5. Tia needs to make 8 baskets. She makes 2 baskets.

How many more baskets does Tia need to make?

Which addition fact can help you subtract?

☐ $8 + 6 = 14$

☐ $2 + 8 = 10$

☐ $6 + 6 = 12$

☐ $2 + 6 = 8$

Thinking Addition to 12

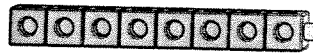
You can use addition facts to help you subtract.



$$8 + 1 = 9$$



$$9 - 1 = 8$$



$8 + 1 = 9$
and
 $9 - 1 = 8$
are related
facts.

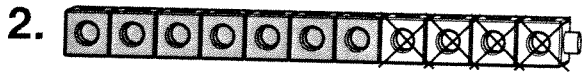
Use the addition fact to help you subtract.



$$10 - 2 = \underline{\hspace{2cm}}$$



$$8 + 2 = 10$$



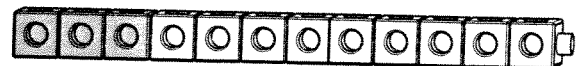
$$11 - 4 = \underline{\hspace{2cm}}$$



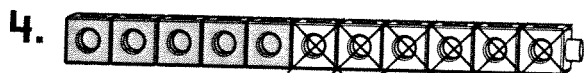
$$7 + 4 = 11$$



$$12 - 9 = \underline{\hspace{2cm}}$$



$$3 + 9 = 12$$



$$11 - 6 = \underline{\hspace{2cm}}$$

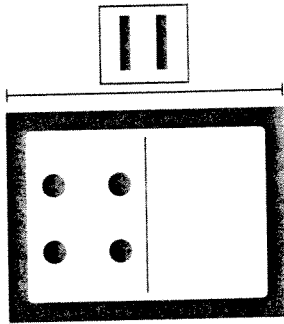


$$5 + 6 = 11$$

Thinking Addition to 12

Think addition to help you subtract.

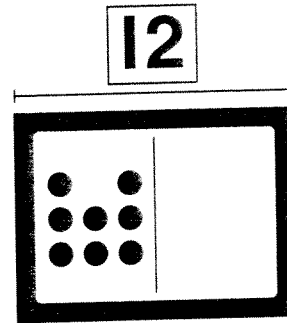
1.



Think: $4 + \underline{\quad} = 11$

so $11 - 4 = \underline{\quad}$

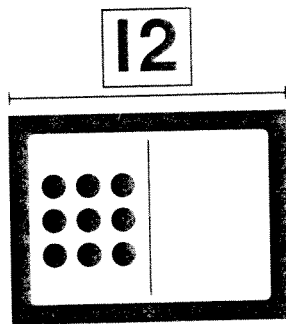
2.



Think: $8 + \underline{\quad} = 12$

so $12 - 8 = \underline{\quad}$

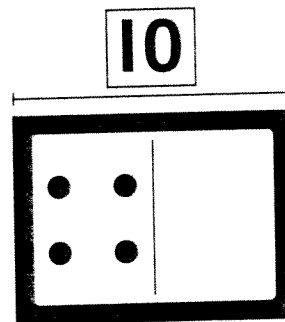
3.



Think: $9 + \underline{\quad} = 12$

so $12 - 9 = \underline{\quad}$

4.



Think: $4 + \underline{\quad} = 10$

so $10 - 4 = \underline{\quad}$

Problem Solving

5. Mark scores 6 points. Amy scores 11 points.
How many points does Mark need to tie the game?
Write a number sentence to solve.

$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$

$\underline{\quad}$ points


Name _____


Reteaching

7-5

Problem Solving: Draw a Picture and Write a Number Sentence

You can draw a picture to help you solve a problem.

Mia has 7 grapes. 
First, draw a picture of all the grapes.

Mia eats 3 grapes. 
Cross out the grapes she eats.

Count how many grapes are left. 4 grapes

Write a number sentence that tells about the picture.

$$\underline{7} - \underline{3} = \underline{4}$$

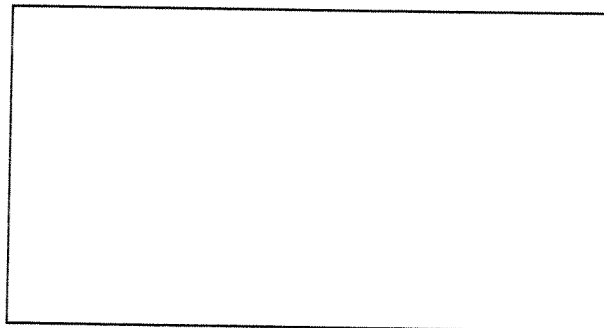
Check your work.

Does the number sentence match the picture?

Read the problem. Draw a picture.
Then write a number sentence.

1. Jonah has 9 baseballs.
Sara has 4 baseballs.
How many more baseballs
does Jonah have than Sara?

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$



Problem Solving: Draw a Picture and Write a Number Sentence

Write a subtraction sentence to solve.

Draw a picture to check.

1. Abby has 8 apples.
She gives away 3 apples.
How many apples does
she have left?

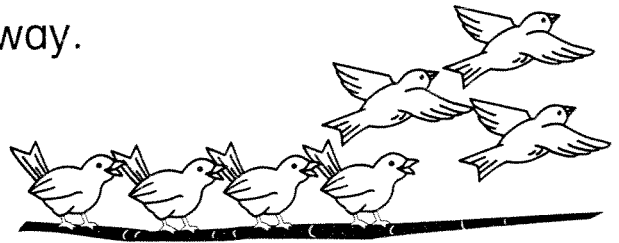
$$\underline{8} - \underline{\quad} = \underline{\quad}$$

2. Maya has 9 pears.
3 pears are green.
The rest are yellow.
How many pears are yellow?

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

Reasoning

3. There are 7 birds. 3 birds fly away.
How many birds are left?
Which number sentence can
help you find the answer?



☐ $7 - 2 = 5$

☐ $9 - 7 = 2$

☐ $7 - 3 = 4$

☐ $7 - 6 = 1$

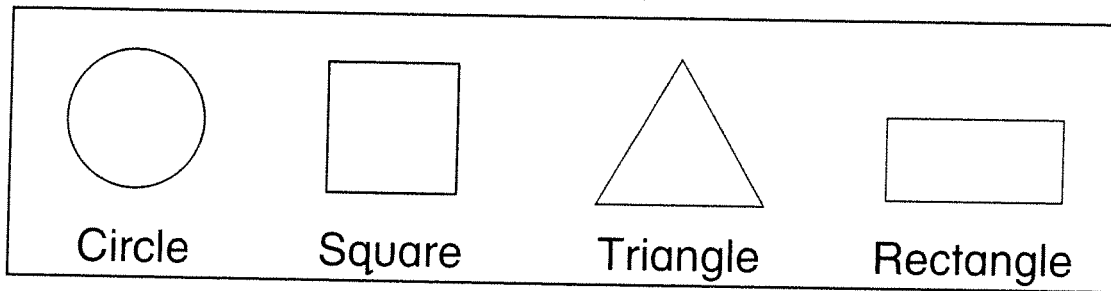
Name _____

Reteaching

8-1

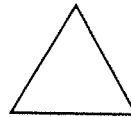
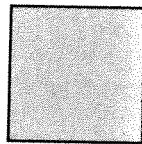
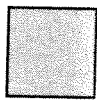
Identifying Plane Shapes

Plane Shapes



Color the shapes that are the same.
Circle the name.

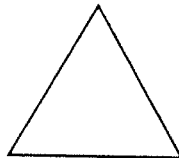
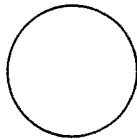
1.



square

triangle

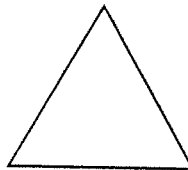
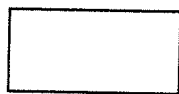
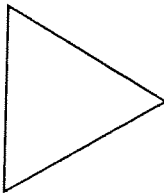
2.



square

circle

3.



square

triangle

4.



rectangle

triangle

Name _____

Practice

8-1

Identifying Plane Shapes

1. Draw a rectangle.

2. Draw a square.

3. Draw a triangle.

4. Draw a circle.

Geometry

5. I have 4 sides and 4 corners.

My sides are equal in length.

Which shape am I?



☐



☐



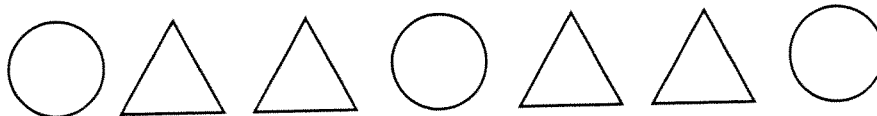
☐



☐

Algebra

6. Which shape comes next in the pattern?



☐



☐



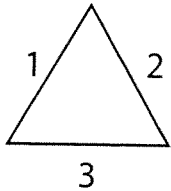
☐



☐

Properties of Plane Shapes

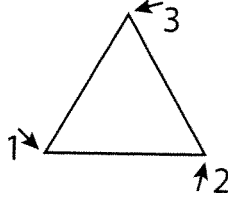
Count the
straight sides.



A triangle has

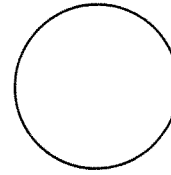
3 straight sides.

Count the
vertices.



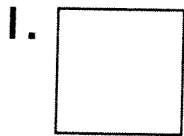
A triangle has

3 vertices.



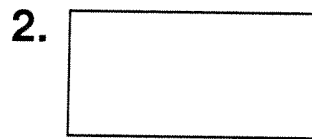
A circle has 0 sides.

A circle has 0 vertices.



A square has _____
straight sides.

A square has _____
vertices.



A rectangle has _____
straight sides.

A rectangle has _____
vertices.

3. Draw a shape with more
than 4 vertices.

4. Draw a shape with
more than 4 straight lines.

Properties of Plane Shapes

1. Draw a shape with 4 vertices.

2. Draw a shape with fewer than 4 straight sides.

3. Draw a shape with more than 4 straight sides.

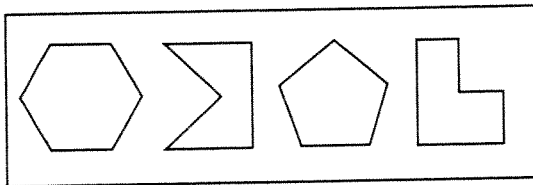
Geometry

4. I have 4 equal sides and 4 vertices.
Which shape am I?

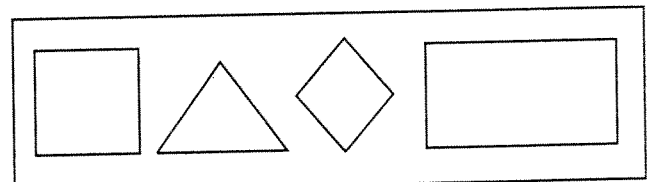
- ☐ circle ☐ rectangle
☐ square ☐ triangle

Reasoning

5. Here is the way Brian sorted some plane shapes.



No



Yes

Circle the question Brian might have asked.

Does it have fewer than 5 vertices?

Does it have more than 5 straight sides?


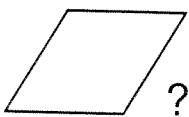

Name _____



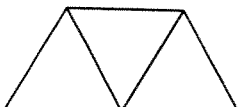
Reteaching

8-3

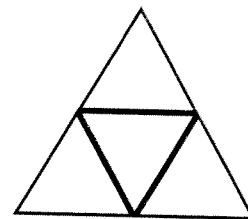
Problem Solving: Make an Organized List

You can use pattern blocks to make another shape.




How many  can fit in  ? 2 

How many  can fit in  ? 3 

There are 3 ways you can make this shape using pattern blocks.



Complete the organized list.

<div> Ways to Make    </div>			
Way 1	4	0	0
Way 2			
Way 3			

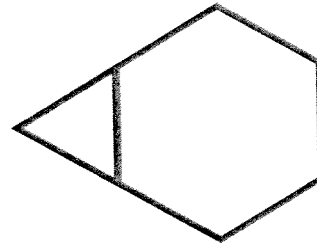
Name _____

Practice

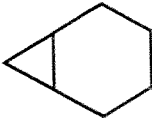




8-3

Problem Solving: Make an Organized List


How many ways can you make this shape using pattern blocks?



1. Make a list.

Ways to Make 				
				
Way 1				
Way 2				
Way 3				
Way 4				
Way 5				
Way 6				

Journal

2. How many ways can you use pattern blocks to make a ? Explain.



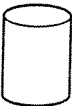
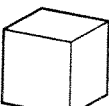

Name _____

Reteaching

8-4

Identifying Solid Figures

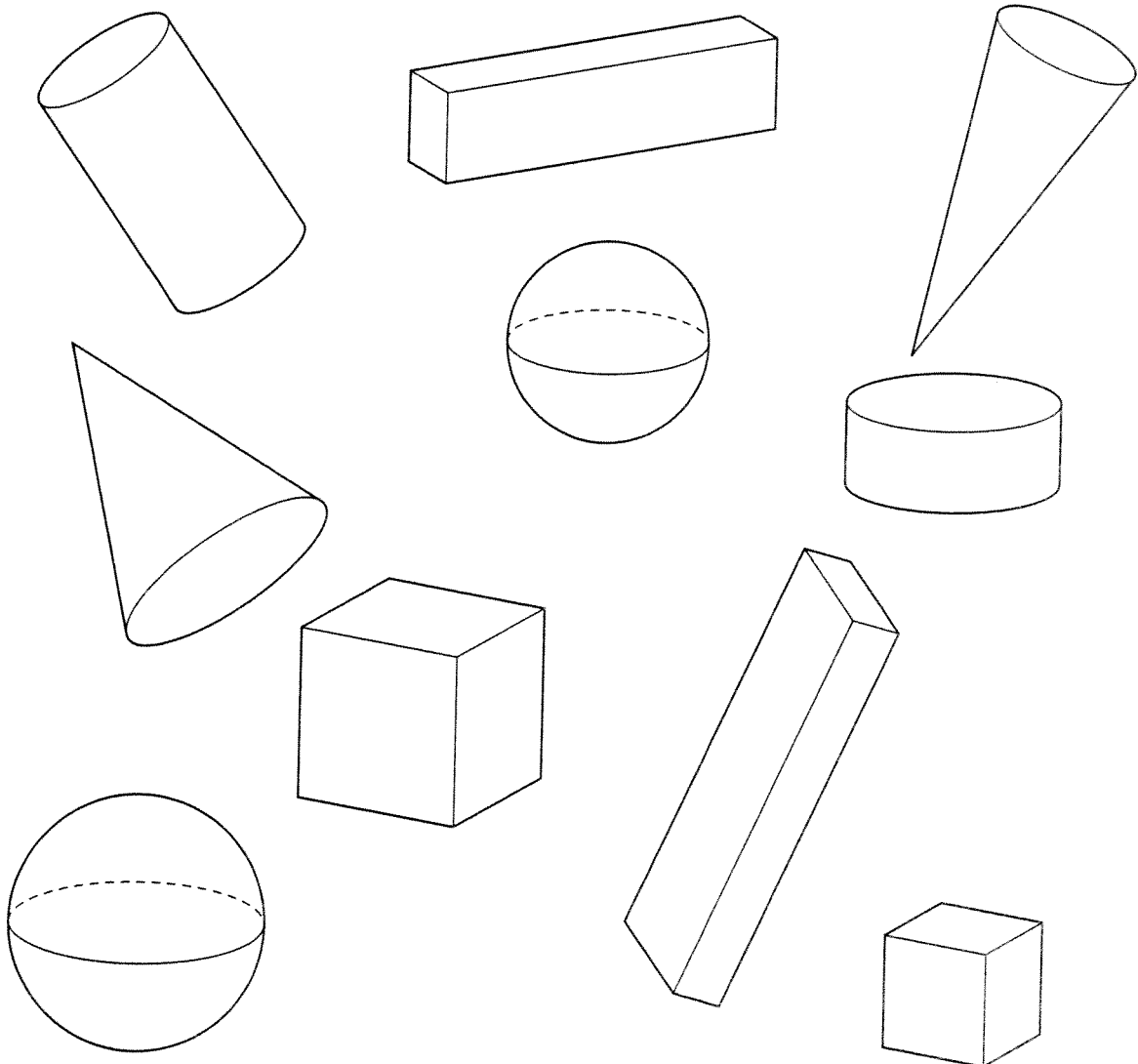
These shapes are solid figures.

Sphere	Cone	Cylinder	Cube	Rectangular Prism
				

Color the spheres red. Color the cones blue.

Color the cylinders green. Color the cubes orange.

Color the rectangular prisms yellow.



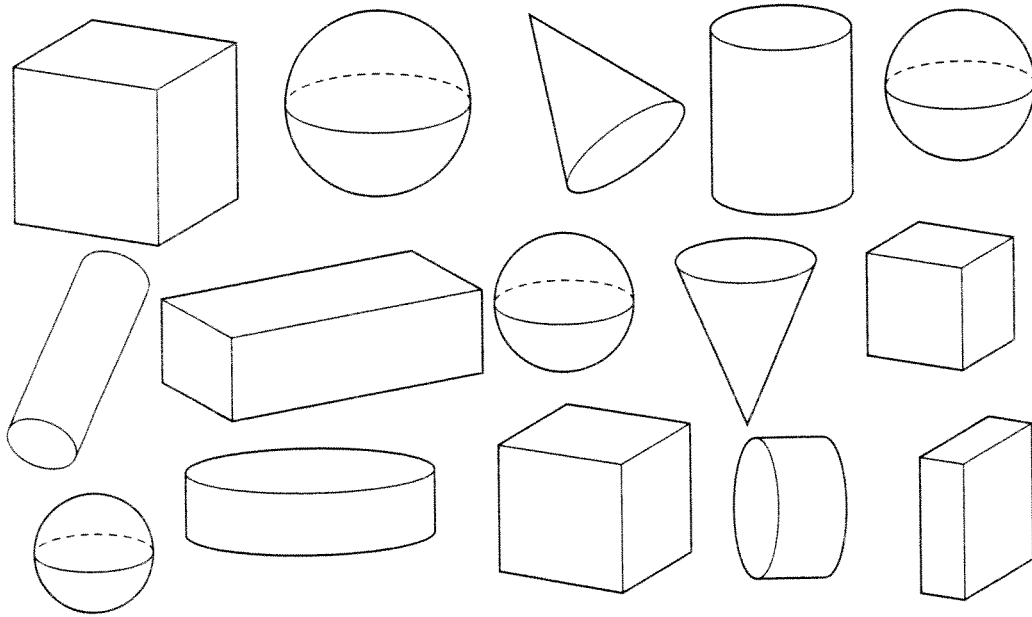
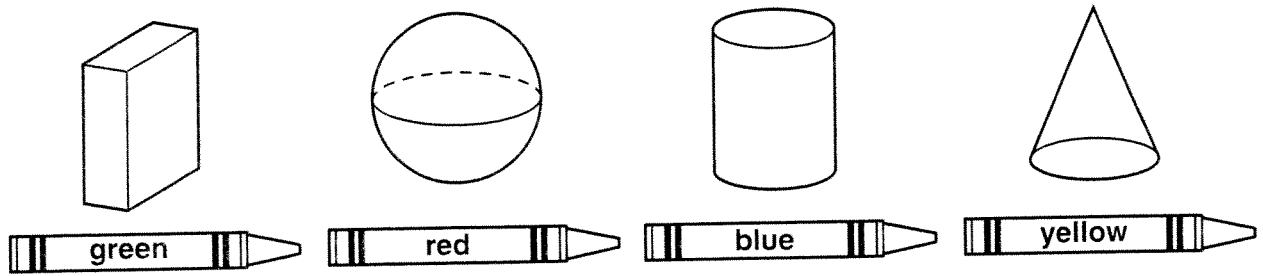
Name _____

Practice

8-4

Identifying Solid Figures

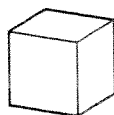
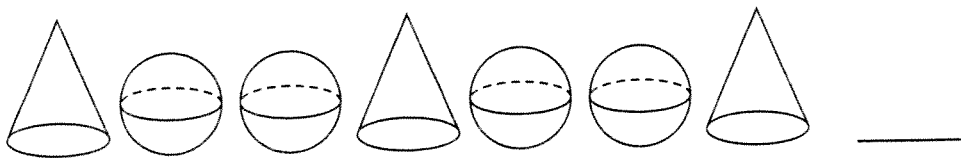
1. Color each solid figure below.



2. Now put an X on each cube.

Algebra

3. Which solid figure comes next?



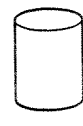
☐



☐



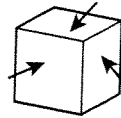
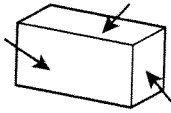
☐



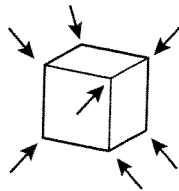
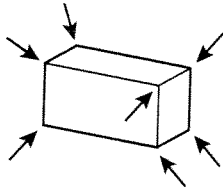
☐

Flat Surfaces and Corners




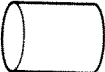
These solid figures have **flat surfaces**.



These solid figures have **vertices**, or corners.



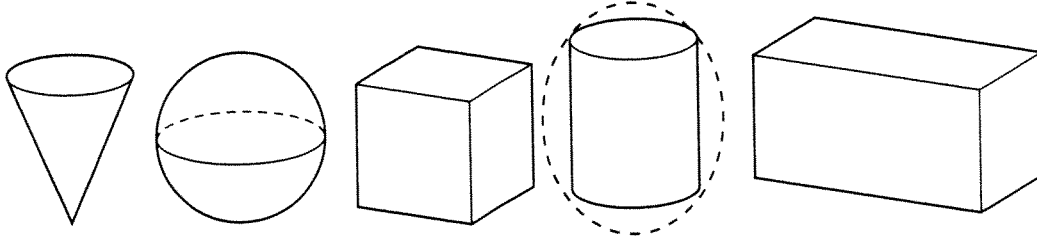
Use solid figures to complete the table.

Solid Figure	Number of Flat Surfaces	Number of Vertices (Corners)
1.  cube	6	8
2.  cone		
3.  rectangular prism		
4.  cylinder		

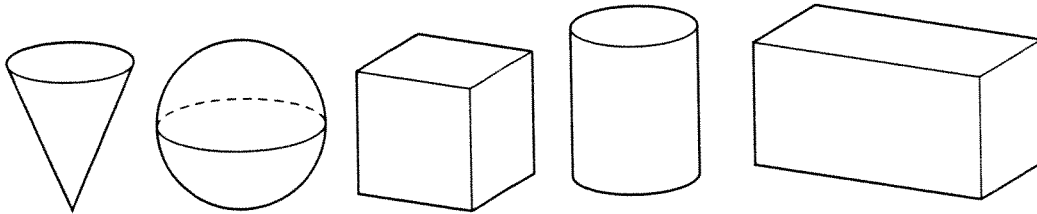
Flat Surfaces and Corners

Circle the solid figure that answers each question.

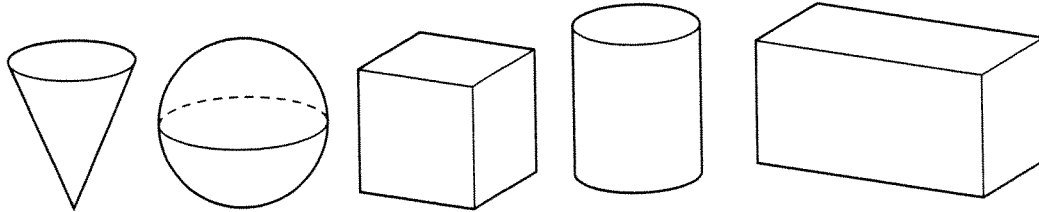
1. Which solid figure has 2 flat surfaces and 0 vertices?



2. Which solid figure has 0 flat surfaces and 0 vertices?

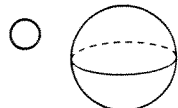
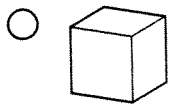


3. Which solid figures have 6 flat surfaces and 8 vertices?



Reasoning

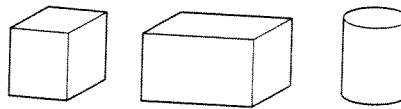
4. Mark the solid figure that answers the question.
I have 2 flat surfaces. I have 0 vertices.
Which solid figure am I?



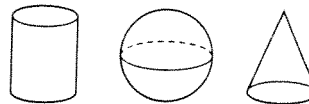
Sorting Solid Figures

You can sort solid figures in many ways.
Some figures can go into more than one group.

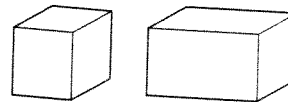
Some figures have flat surfaces (faces).



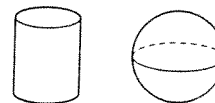
Some have curved surfaces and can roll.



Some have vertices (corners).

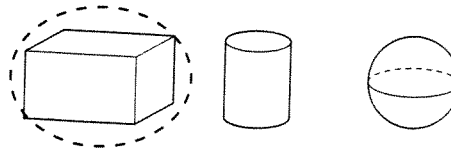


Some have no vertices.

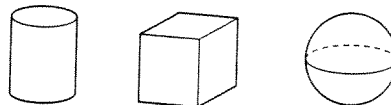


Circle the figure that follows the sorting rule.

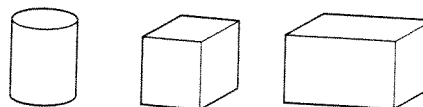
1. It has all flat surfaces.



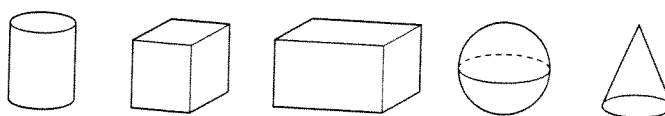
2. It has no flat surfaces.



3. It can roll.



4. Circle the 2 figures that have flat surfaces and curves.

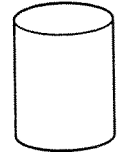
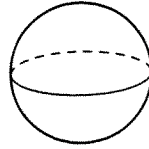
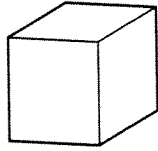


Sorting Solid Figures

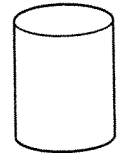
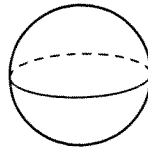
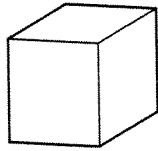
Read the sorting rule.

Circle 1, 2, or 3 solid figures that follow the rule.

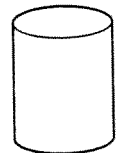
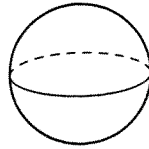
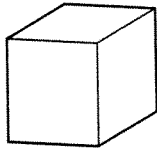
1. 1 face



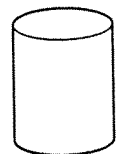
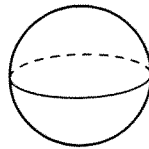
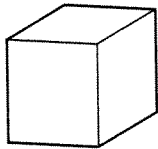
2. 8 vertices



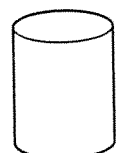
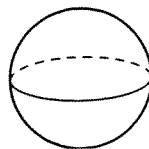
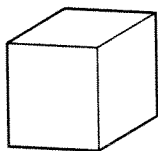
3. 2 faces



4. 6 faces

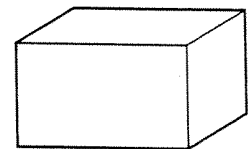
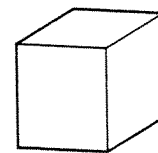


5. 0 vertices



Algebra

6. Mark the rule that tells how these solid figures are alike.



☐ 3 vertices

☐ 5 vertices

☐ 4 faces

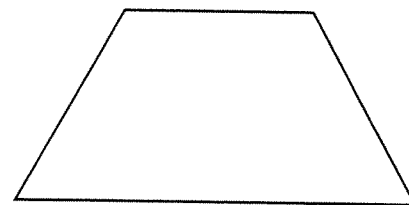
☐ 6 faces





Making New Shapes from Shapes

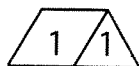
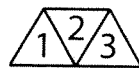
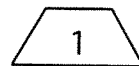
Give 3 ways you can make this shape using pattern blocks.

You need to find all the ways that pattern blocks can make the shape.

A list can help you keep track.

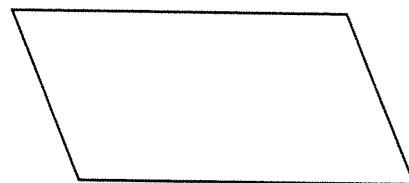


Ways to Make 			
Shapes I Used			
Way 1	1	0	0
Way 2	0	3	0
Way 3	0	1	1







Did you find 3 ways? How do you know?

Give 3 ways you can make this shape using pattern blocks. Complete the list.



I.

Ways to Make 			
Shapes I Used			
Way 1	1	0	1
Way 2			
Way 3			


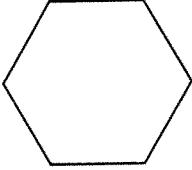

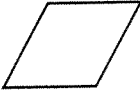


Name _____

Practice

8-7

Making New Shapes from Shapes


Use pattern blocks to make each shape.
Trace your new shape.

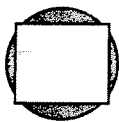
Use This Shape	Make This Shape	Trace New Shape
1. 		
2. 		
3. 		

Journal

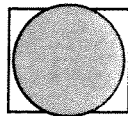
4. Use pattern blocks to make a new shape.
Draw the blocks you used below.

Location of Shapes

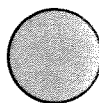
Where is the  ?



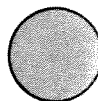
behind



in front of



above




below



left



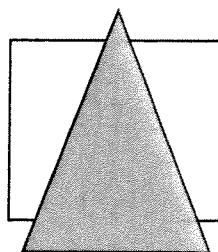
right

Circle where the  is.

1.

behind

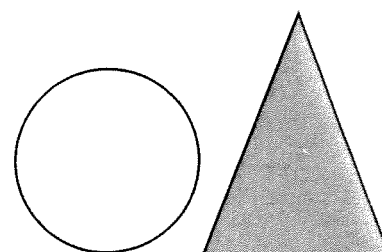
in front of



2.

left

right

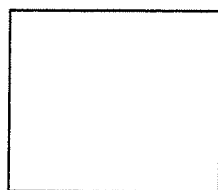
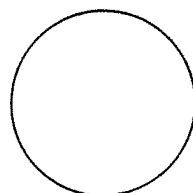
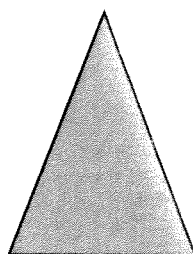


3.

in front of

above

left

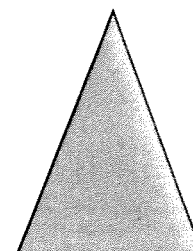
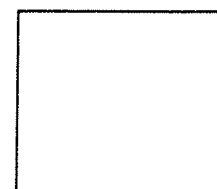
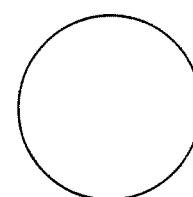


4.

above

behind

below

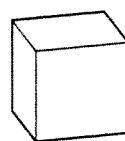


Location of Shapes

1. Draw a rectangle in front of a circle.
2. Draw a triangle above a rectangle.
3. Draw a square behind a circle.
4. Draw a triangle below a square.

Spatial Thinking

5. Where is the cone?

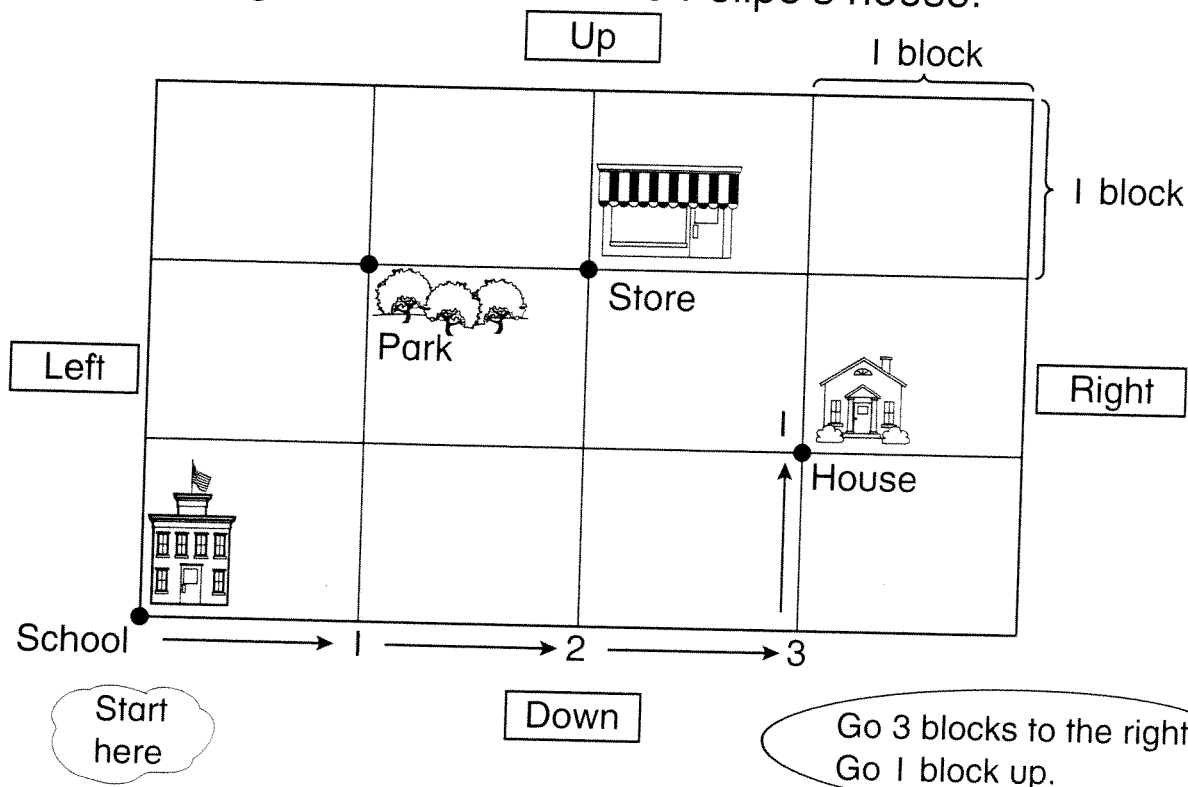


- ☐ to the right of the cylinder
- ☐ above the cylinder
- ☐ to the left of the cube
- ☐ behind the cube

Location on a Grid

This is a map of Felipe's town.

You want to go from the school to Felipe's house.



Read the map. Then complete each sentence.

1. To go from the  to the ,

go 1 block right and 2 blocks up.

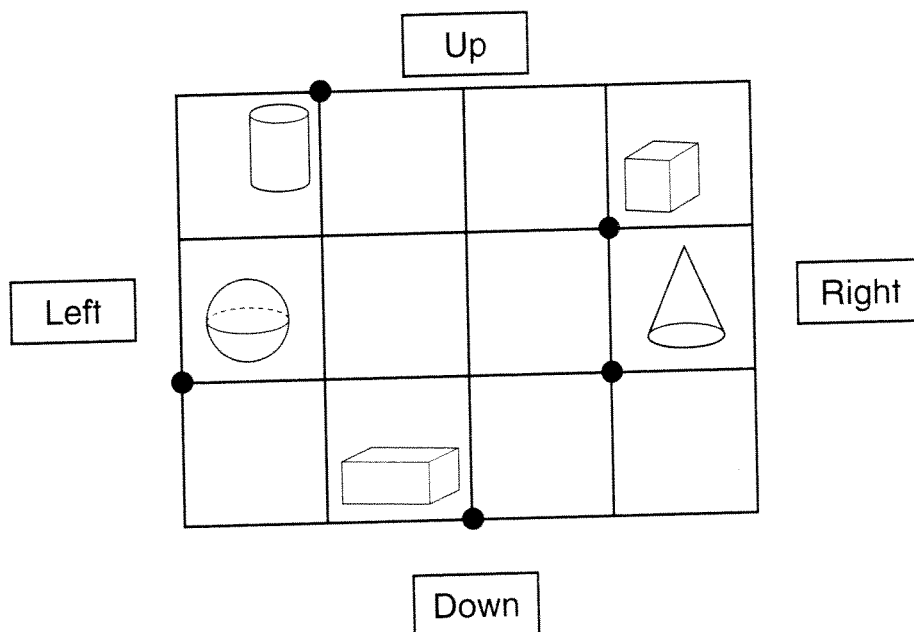
2. To go from the  to the ,

go _____ block left and _____ block up.



3. To go from the  to the ,

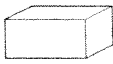
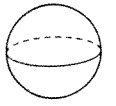
go _____ blocks left and _____ block up.

Location on a Grid




Use the grid above.
Then complete each sentence.

1. To go from the 
to the , go
_____ spaces right
and _____ spaces down.

2. To go from the 
to the , go
_____ spaces left
and _____ space up.

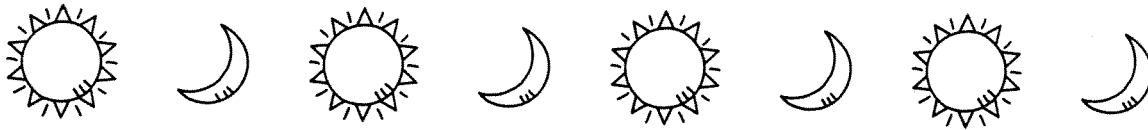
Spatial Thinking

3. Which shape is 1 space down
and 3 spaces left from the  ?



Describing Patterns

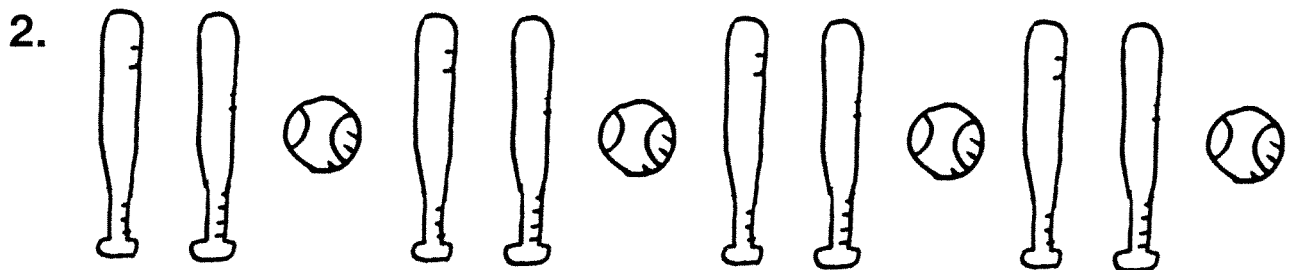
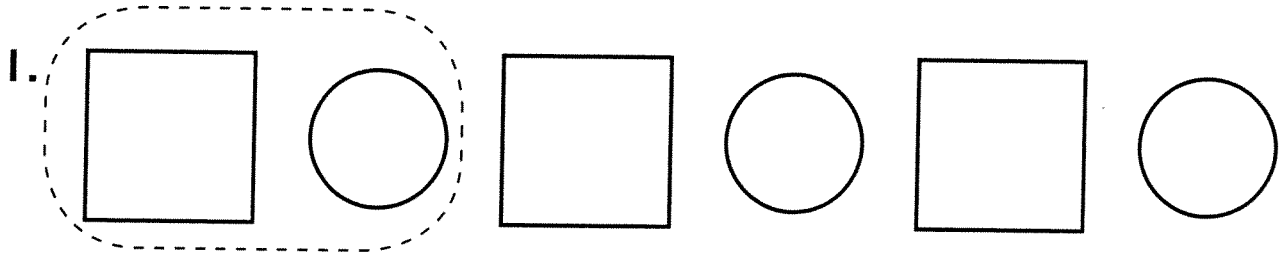
This is a pattern.



This is a pattern too.



Circle the pattern unit.



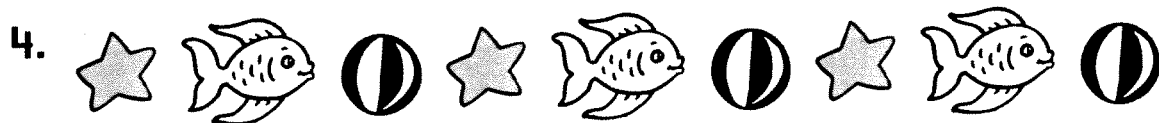
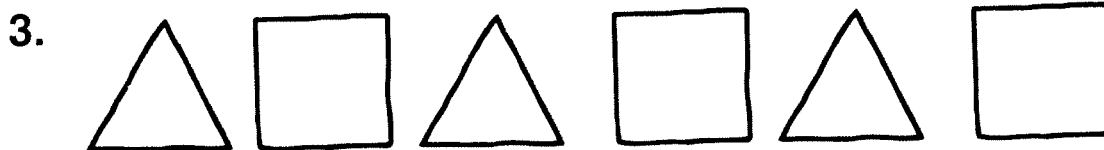
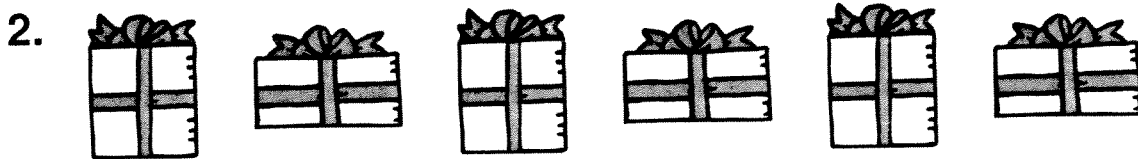
Name _____

Practice

9-1

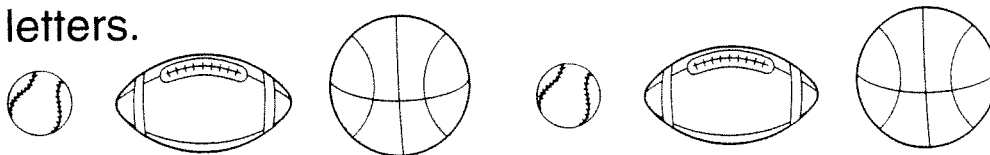
Describing Patterns

Circle the pattern unit.



Journal

5. Make the same pattern using other shapes or letters.



Name _____

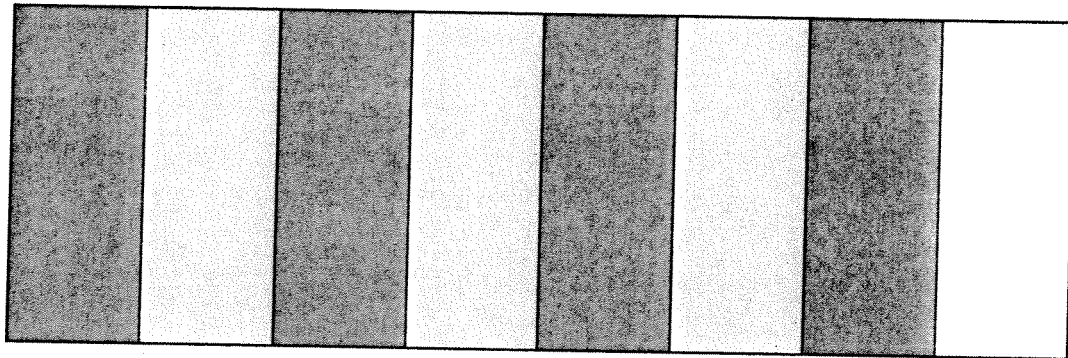
Reteaching

9-2

Using Patterns to Predict

The stripes make a pattern.

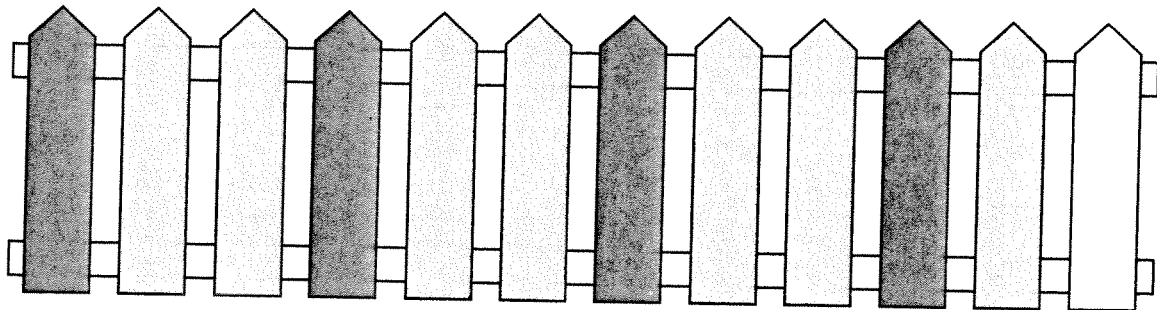
What color should the white stripe be?



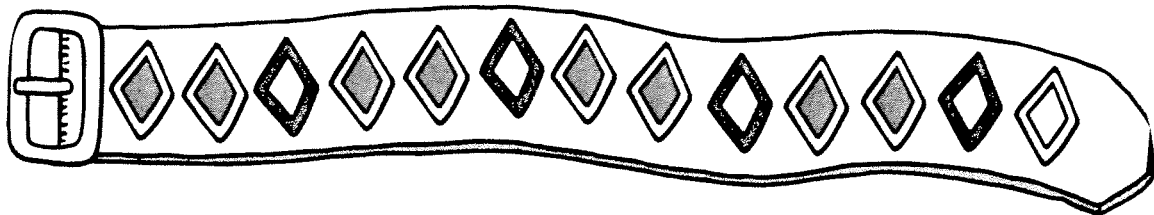
Find the pattern.

Color what is missing.

1.



2.



Name _____

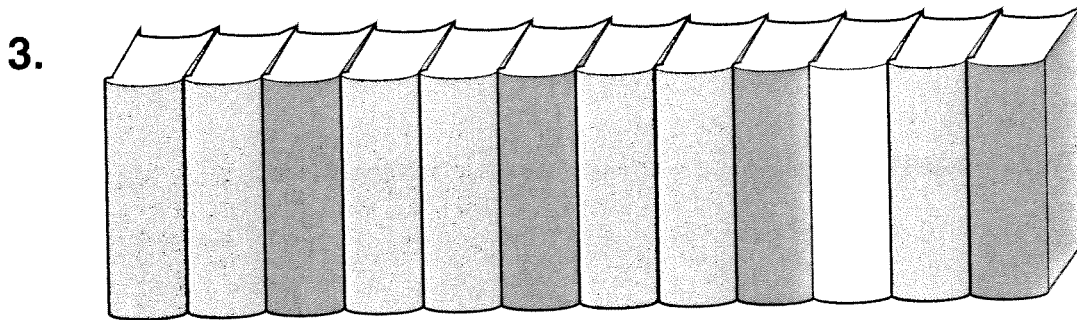
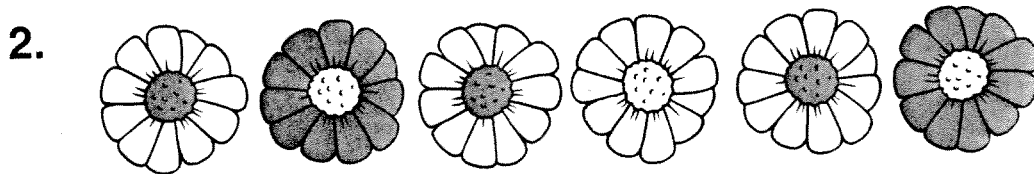
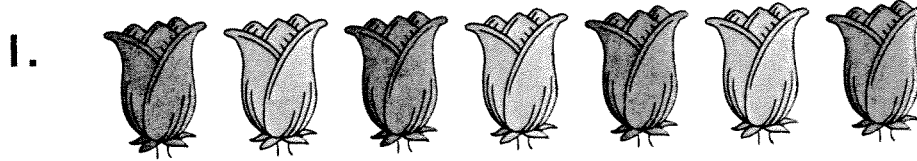
Practice

9-2

Using Patterns to Predict

Find the pattern.

Color what is missing.



Estimation

4. Predict what comes next.



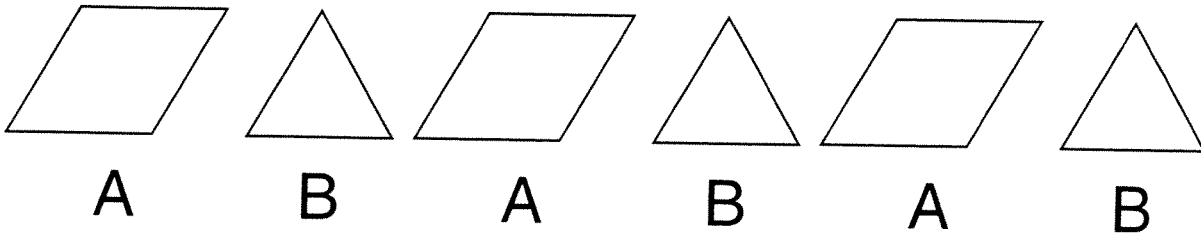
Name _____

Reteaching

9-3

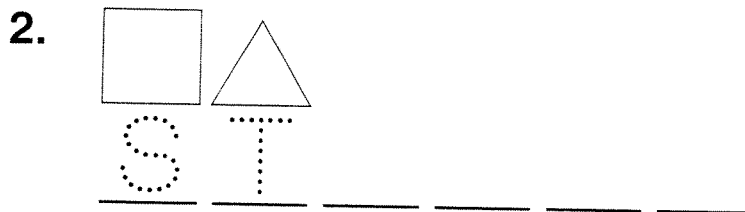
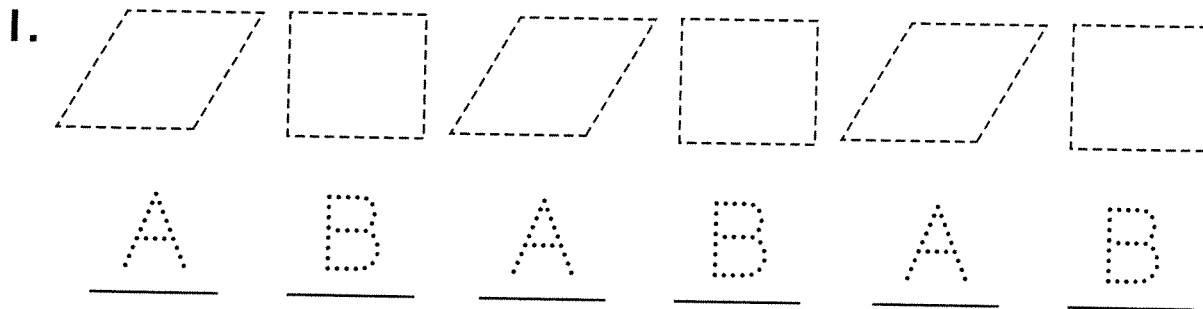
Extending Shape Patterns

Look at these patterns.



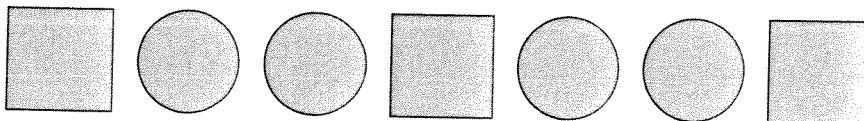
repeats over and over. A B repeats over and over.

Use pattern blocks. Make a pattern. Draw the pattern.
Then make the same pattern using letters.



Reasoning

3. Draw a picture that shows the part that repeats.



Name _____

Practice

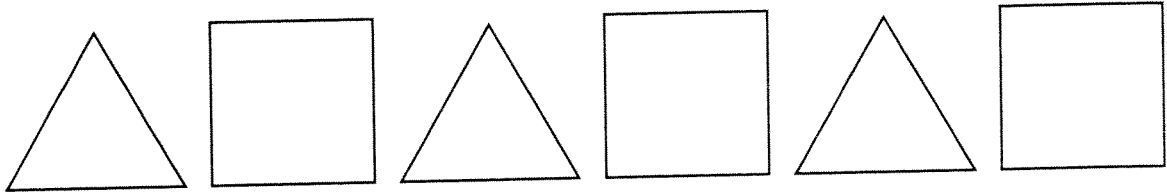
9-3

Extending Shape Patterns

Look at the pattern.

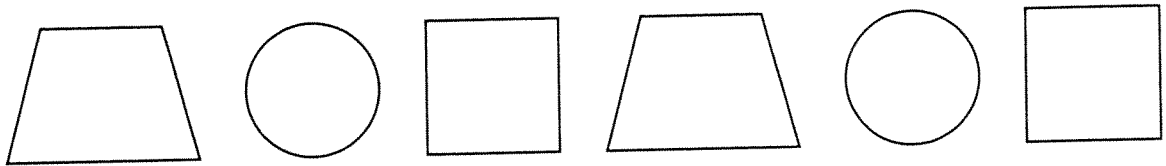
Make the same pattern using letters.

1.



 A

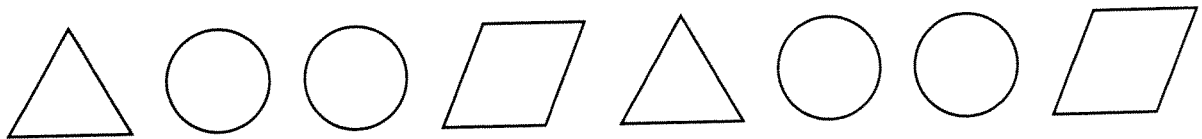
2.



 A

Reasoning

3. Draw a picture that shows the part that repeats.



Name _____

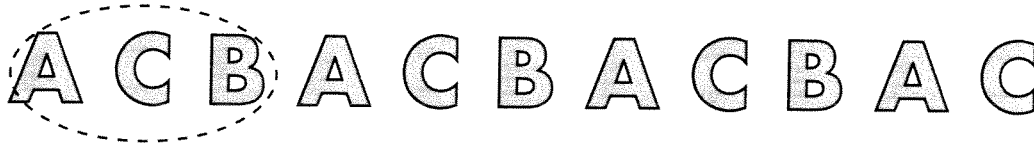
Reteaching

9-4

Problem Solving: Look for a Pattern

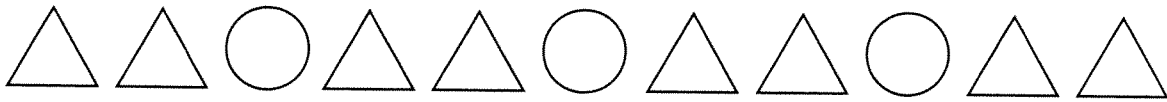
A pattern can be anything that repeats.
It can be colors, shapes, numbers, letters,
or objects.

To find a pattern, look for what repeats.



Write what comes next. B

1. Zoë drew a pattern.



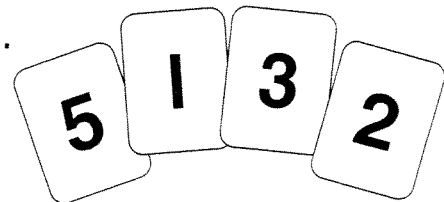
Draw what comes next. circle

Algebra

2. Use these shapes to make a pattern.



3. Use these numbers to make a pattern.



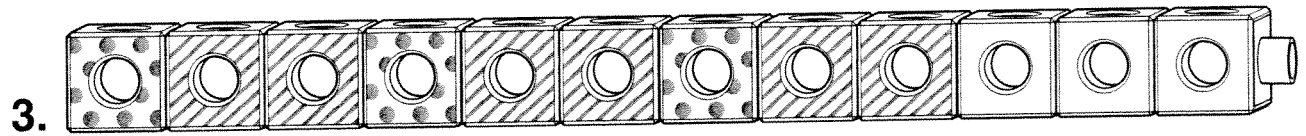
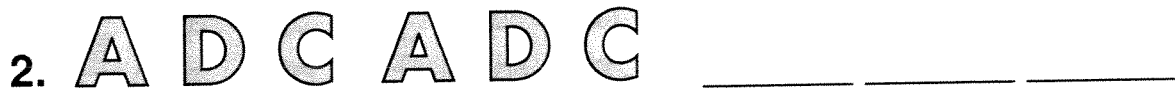
Name _____

Practice

9-4

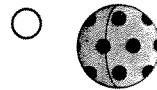
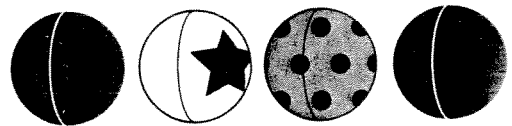
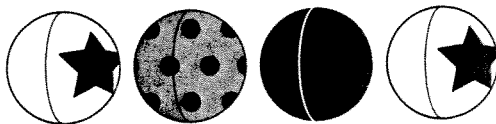
Problem Solving: Look for a Pattern

Write, draw, or color to complete the pattern.



Visual Thinking

5. Which ball is missing?

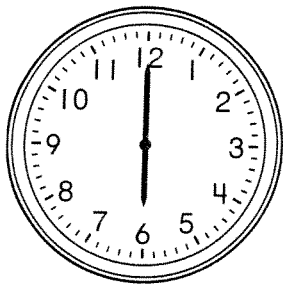


Name _____

Reteaching

10-1

Understanding the Hour and Minute Hands



The hour hand
points to the 6.

hour hand 6


The minute hand
points to the 12.


minute hand 12


When the minute hand
points to 12, say o'clock.


6 o'clock

Write the time shown on each clock.

1.  hour hand 3
minute hand 12
3 o'clock

2.  hour hand _____
minute hand _____
_____ o'clock

3.  hour hand _____
minute hand _____
_____ o'clock

4.  hour hand _____
minute hand _____
_____ o'clock

Reasoning

Write the times that come next.

5. 4 o'clock 5 o'clock _____ o'clock

6. 9 o'clock 10 o'clock _____ o'clock

Name _____

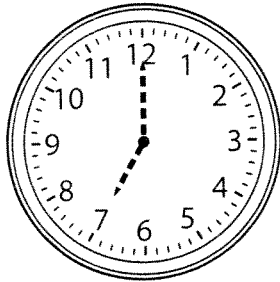
Practice

10-1

Understanding the Hour and Minute Hands

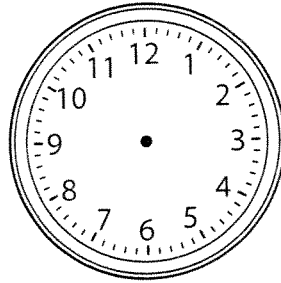
Draw an hour hand and a minute hand to show each time.

1.



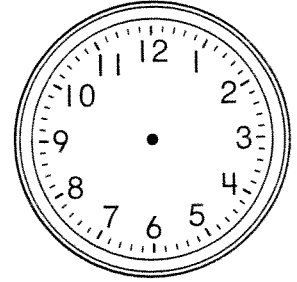
7 o'clock

2.



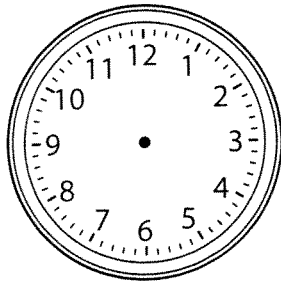
10 o'clock

3.



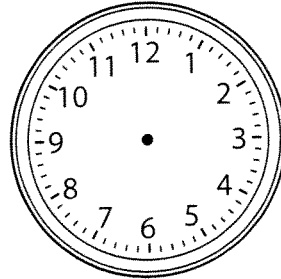
2 o'clock

4.



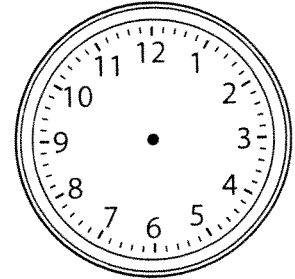
1 o'clock

5.



8 o'clock

6.



11 o'clock

Algebra

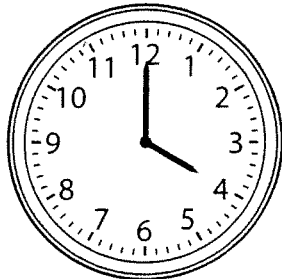
Mark the missing time.

7. 2 o'clock, _____, 4 o'clock 8. 4 o'clock, _____, 6 o'clock

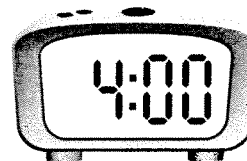
- ☐ 1 o'clock ☐ 5 o'clock ☐ 10 o'clock ☐ 3 o'clock
☐ 3 o'clock ☐ 9 o'clock ☐ 5 o'clock ☐ 2 o'clock

Telling and Writing Time to the Hour

Both clocks show 4 o'clock.



4 tells the hour and...

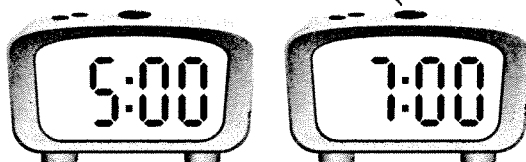
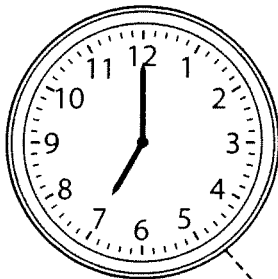


...00 tells the minutes.

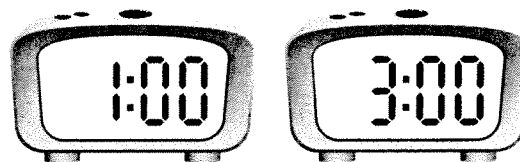
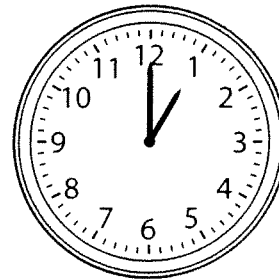
The clocks show the same time.

Draw lines to match the clocks that show the same time.

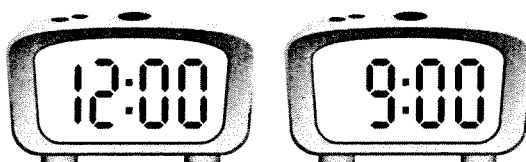
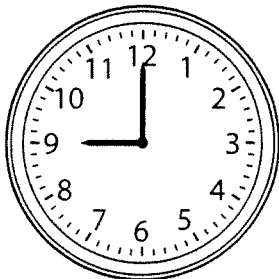
1.



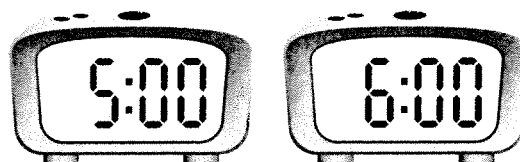
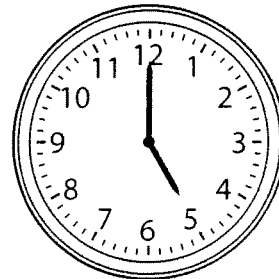
2.



3.



4.



Name _____

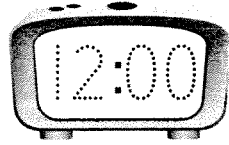
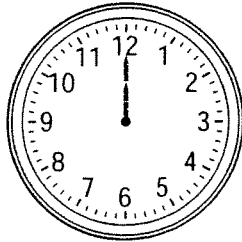
Practice

10-2

Telling and Writing Time to the Hour

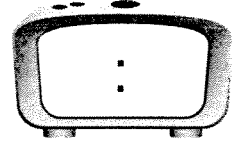
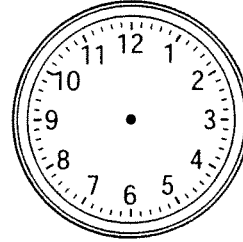
Draw the hands on each clock face.
Then write the time on the other clock.

1.



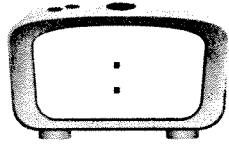
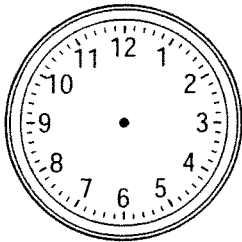
12 o'clock

2.



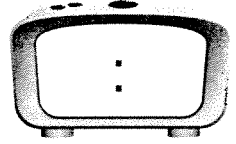
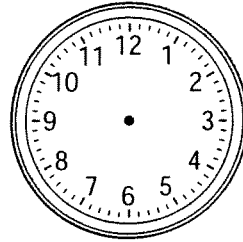
3 o'clock

3.



7 o'clock

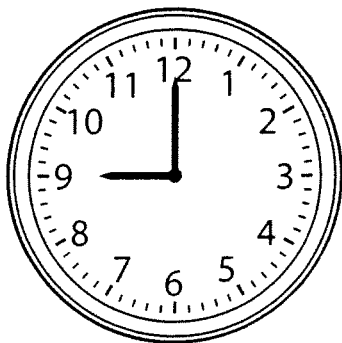
4.



10 o'clock

Reasoning

5. Mark the clock that shows the same time as this clock.



☐



☐



☐



☐

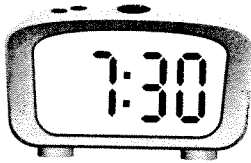


Name _____

Reteaching

10-3

Telling and Writing Time to the Half Hour

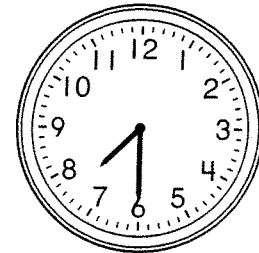


When it is 7:30, the hour hand will be halfway between

7 and 8.

The minute hand

will be on 6.

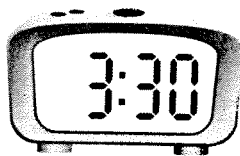


The hour hand is shorter than the minute hand.

Complete each sentence.

Then draw the hands on the clock face.

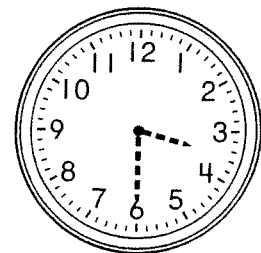
1.



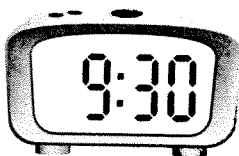
The hour hand will be halfway

between 3 and 4.

The minute hand will be on 6.



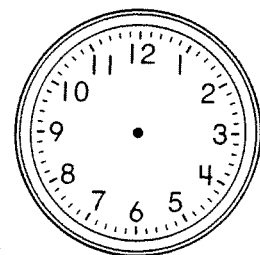
2.



The hour hand will be halfway

between _____ and _____.

The minute hand will be on _____.



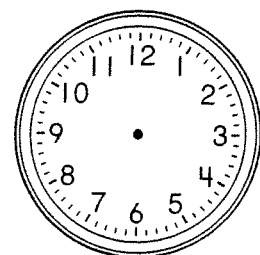
3.



The hour hand will be halfway

between _____ and _____.

The minute hand will be on _____.



Name _____

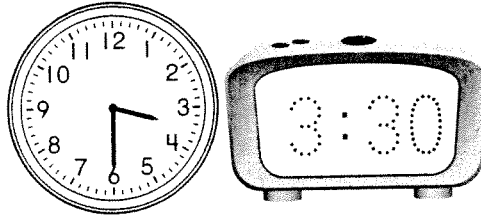
Practice

10-3

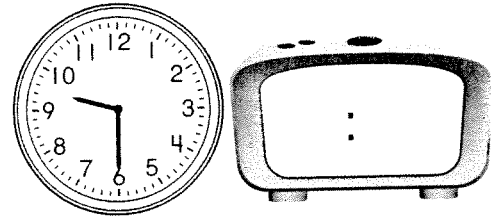
Telling and Writing Time to the Half Hour

Write the time shown on each clock.

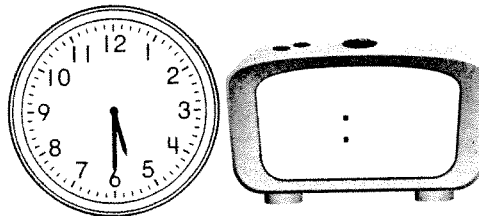
1.



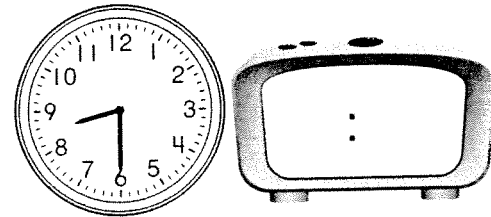
2.



3.



4.



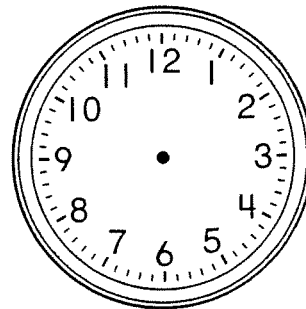
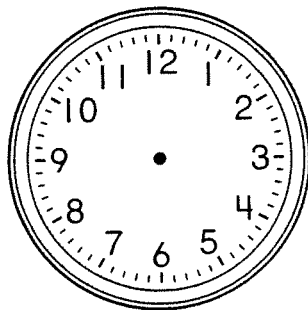
Journal

5. Show 3:00 on the first clock.

On the second clock, show the time 30 minutes later.

Is the hour hand still on 3?

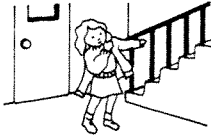
Explain.



Estimating and Ordering Lengths of Time

About how long does each activity take?

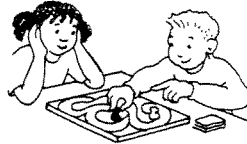
You can estimate to find the answer.



1 minute

1 hour

1 day



1 minute

1 hour

1 day



1 minute

1 hour

1 day

About how long does each activity take?

Circle your estimate.



Do homework.

about 1 minute

about 1 hour

about 1 day



Wash hands.

about 1 minute

about 1 hour

about 1 day



Build a doghouse.

about 1 minute

about 1 hour

about 1 day



Play a game.

about 1 minute

about 1 hour

about 1 day

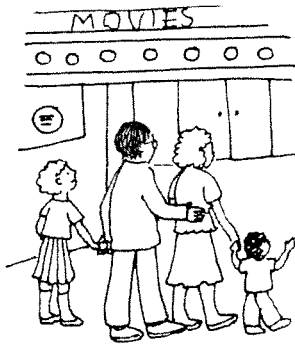
Estimating and Ordering Lengths of Time

About how long does each activity take?
Mark your estimate.

1.

☐ about 1 minute☐ about 1 day☐ about 1 hour☐ about 2 days

2.

☐ about 2 minutes☐ about 1 day☐ about 2 hours☐ about 2 days

Reasoning


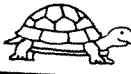


3. Jon wakes up in the morning
and gets ready for school.
He gets dressed, brushes his teeth,
and eats breakfast.

Put Jon's activities in order
from the longest to the shortest.

longest

shortest

Problem Solving: Use Data from a Table

Nature Center Schedule	
Activity	Time
 Hike	9:00
 Feed Turtles	10:00
 Pick Flowers	11:00
 Bird Watch	12:00

A schedule tells the time at which activities start.

Look for the activity.

The hike starts at 9:00.

Look at the time.

At 12:00 we Bird Watch.

Use the schedule to answer the questions. Circle your answer.

1. Which activity comes just before feeding the turtles?

Bird Watch

Hike

Pick Flowers

2. Which activity comes just after picking flowers?

Hike

Feed Turtles

Bird Watch

3. At what time does the activity Pick Flowers begin?

9:00

10:00

11:00

4. Which activity starts at 10:00?

Hike

Feed Turtles

Bird Watch






Name _____

PRACTICE

10-5

Problem Solving: Use Data from a Table

Use the schedule to answer the questions.

Time	Activity
9:00	 Art
9:30	 Tee-Ball
10:00	 Music
10:30	 Puppet Theater
11:00	 Swimming

1. What activity is at 9:00?

2. What activity is just before Music?

3. What activity is just after Puppet Theater?

Reasoning

4. At what time does Music begin?

9:00

9:30

10:00

10:30

☐

☐

☐

☐